Kidco Head Start & Early Head Start

SCHOOL CALENDAR 2018-2019

Kidco Head Start

MISSION STATEMENT

Kidco Head Start's mission is to provide a comprehensive early childhood development program that supports children and families.

VALUES STATEMENT

We believe we are a positive influence in the lives of children and families. We acknowledge parents as the most influential teachers of their children.

We value respect. We value relationships with families, board, community and co-workers. We value a program environment that is caring and supportive.

We value shared decision-making.

KIDCO HEAD START/EARLY HEAD START

Philosophy Statement

We support school readiness by creating an environment that promotes the social, emotional, physical and intellectual development of each child by:

Providing experiences that build self-confidence, self-sufficiency, and creativity
Developing natural curiosity, thinking, and problem-solving skills
Promoting developmentally appropriate academic skills
Accepting individual differences and developing individuality
Providing services that reflect each child's language and culture
Emphasizing healthy nutrition and wellness
Participating actively with each child

We value and support parents as their child's primary teacher by:

Inviting and encouraging parents to participate in Head Start/Early Head Start
Respecting and utilizing the experience and knowledge of parents
Providing parents with services and opportunities that unify and strengthen the family/child relationship
Providing parents with opportunities to build skills and abilities, self-confidence, and self-sufficiency

We develop staff both personally and professionally by:

Maintaining a positive work environment which honors diversity

Developing team spirit

Encouraging staff to develop mutually-supportive relationships with the community

Providing a variety of training opportunities and venues

RESPECTING DIVERSITY:

RESPECTING DIVERSITY: AN AFFIRMATION

This is an inclusive anti-bias program committed to promoting the acceptance and appreciation of human diversity.

Our program welcomes children and families of all racial, ethnic, cultural, and religious backgrounds and family compositions.

We strive to reflect this respect for diversity in our educational programs and services, our policies and practices, and our interactions with families and the community.

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Policy Council

The Kidco Head Start Policy Council is a group of parents and community volunteers. Policy Council shares decision-making with the Kids and Company Board and Head Start/Early Head Start staff about issues such as program goals, funding, and policies.



Why Policy Council?

Consider how often you have an opportunity to recommend policy before it impacts your community. How often do you find yourself asking why something has to be the way it is, but feeling powerless to do something about it? What fuels Policy Council is the desire of parents and community members to make educated decisions about what happens at their child's preschool and within the community. Policy Council representatives have up to five years to see how their input can shape the future of services for all of the children and families served by Kidco. That's more than 500 children annually!

Why would I want to join? Serving on Policy Council provides parent volunteers with many opportunities. You can:

"Learn leadership skills " Attend training " Meet other parents " Provide input on parent concerns " Be a state representative " Serve on hiring and budget committees " Evaluate the program " Help make positive changes in the program the program policies, goals and budget " Learn more about what Head Start has to offer.

<u>Do I need experience?</u> No experience is necessary, just a willingness to be involved. The Head Start/Early Head Start staff provides the training.

<u>What is the commitment?</u> Commitment levels vary; meetings are monthly from October to October. There are also opportunities for further involvement through holding an office on the Council, or volunteering for committees.

Want to know more? Talk with your Family Advocate for more information.

Pedestrian Safety For Young Children & Their Parents

Why are children so vulnerable?

Children have natural characteristics that put them in danger around traffic and when crossing streets. Learning to be safe requires advanced judgment and skill that young children have not yet developed.

Young children:

- Have a limited sense of danger
- Can not easily tell where a sound is coming from
- Can not see and judge how fast cars are moving
- Are short and not easily seen
- Concentrate on one thing at a time, and may not notice traffic
- Can be impulsive and impatient
- Imitate the (sometimes unsafe) behavior of older children & adults

Your child needs your protection and your help to develop safe habits!

What can parents do?

Children can learn good safety habits by hearing about safety and practicing safety. As your child's first and most impactful teacher, you can help them learn these valuable and necessary skills.

Parents can:

- Provide safe outdoor play areas for your child that are fenced or blocked from street traffic
- Be sure your child is supervised every time he or she crosses the street until 9 years old
- Tell your child about safety—read books about good safety habits
- Dress your child in bright clothing so he or she can be easily seen
- Take walks frequently with your child. Hold hands until you feel your child can safely walk beside you
- Cross the street only at corners or crosswalks
- Be a model for good safety habits, your child will copy you!
- Speak out-loud about the safety measure you are taking; "I am stopping and looking both ways for cars"
- Be a careful and considerate driver—watch for children who may not yet have developed good traffic safety skills

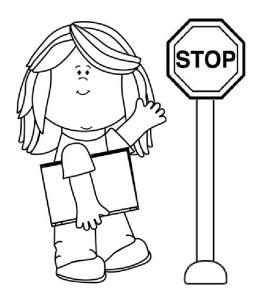
Pedestrian Safety For Young Children & Their Parents - Cont.

Did you know that being struck by a car is a leading cause of death and injury to young children?

Children ages 5-9 years have the greatest risk for death and injury due to traffic accidents. These accidents happen most often in the child's own neighborhood.

The concern is so great that many communities and nations have adopted community-wide safety strategies to help keep their young children safe!

One of these safety strategies is the recognition that even though adults are responsible to keep children safe, young children can learn from you to help them develop safe habits.



Safety songs to sing with your child

Always

Sung to: "Mary Had A Little Lamb"

Always watch the Traffic Light
the Traffic Light
the Traffic Light
Always watch the Traffic Light
Before you cross the Street

Green means Go Yellow means Slow and Red means Stop, Stop Stop.

Always look both ways both ways both ways Always look both ways before you cross the street.

Look to the left
Look to the right
Make sure there are no cars in your sight.
Look to the left
Look to the right
Before you cross the street.

Twinkle Twinkle Traffic Light

Sung to: "Twinkle twinkle little star"

Twinkle, Twinkle, traffic light,
Shinning at the corner bright.
Red means stop. (hands held out)
Green means go. (Move hands to make go signal)
Yellow means you better slow. (Point finger and move slow)
Twinkle, twinkle traffic light,
Shinning at the corner bright.

Rules for Riding the Bus

Head Start organizations are not required to have a bus system. Kidco understands the importance of transportation so we've set aside some funding to provide a bus system at some of our centers. Here are some helpful hints and rules if you have a bus system at your center...

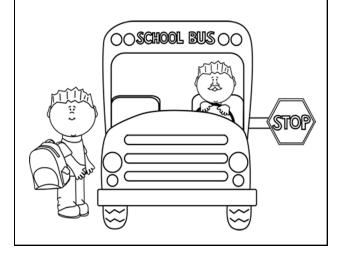
- ♦ Have children ready 5 minutes ahead of scheduled pick-up time.
- ♦ Children and adults should be at the bus stop **before** the bus arrives. Buses cannot wait.
- ♦ DO NOT approach the bus until it has **stopped** and the door is open.
- Help us keep your child(ren) safe by holding your child's hand to and from the bus.
- Authorized adults are the only persons that can pick up children from their bus stop.
- If no authorized person is waiting at the drop off bus stop, the child is returned to school. Parents/Guardians may pick up their child there.
- Parents need to notify school in writing of any changes in address or authorized adults. Please allow one week to adjust bus routes and paperwork.
- Siblings and adults LIVING with the child may ride the bus. Younger siblings may attend school and ride the bus with their Parent Volunteer. Siblings under 18 must be accompanied by their parent if riding the bus. Please make arrangements to ride the bus ahead of time, space is limited.
- No smoking or vaping within 10 feet of the buses.
- ♦ Please do not let your child bring food, gum, toys or pets on the bus.
- ♦ You may use any of the group's stops from your child's assigned bus route.

Bus Stops:

Group Stops: The bus will leave at the scheduled departure time

On-the-road stops: The bus will stop and the bus driver will open the door, the child should immediately get on the bus, if the adult and child are not at the bus stop ready to get on the bus, the bus driver must shut the door and move on to the next stop

Off-the-road stops: The bus will wait 15 seconds for a child to board the bus before shutting the door and driving on.



August 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 First Day Of Class 4x/Week Full Day Classes	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nutrition Information

At Kidco Head Start and Early Head Start children will have access to breakfast, lunch, or an afternoon snack, depending on the class in which they are enrolled. Infants will be offered formula and foods as appropriate for age.

- Our menus are on an 8-week cycle and given to parents/families.
- The foods on our menu are typically low in sugar, saturated fat, and salt. Whole grains, fruits, vegetables, and a variety of cultural foods are emphasized. Each week, we offer at least one meatless meal.
- On the back of each menu is a "comment" section along with nutrition and health information. We encourage families to share recipes and comments with us!

Meals are served as a combination of "Family Style" and "Restaurant Style". This allows children to help set the table, serve themselves, and clean up. Teachers and adult volunteers eat with the children.

- We ask adults to set a good example by showing a positive attitude and acceptance of foods.
- Your child will be encouraged to try new foods as well as develop a new awareness of the foods we eat, where they come from, why we need food, and the many different ways to prepare foods.
- Children are never forced to eat and are not rewarded or punished with food.

Nutrition education is offered to the children and parents in our program.

- Children take part in nutrition activities in classrooms and on field trips
- Parents are offered nutrition information at Parent meetings and Family nights, through handouts, at home visits (if requested), and at parent workshops.
- Parents are always welcome volunteers in the kitchen too! It's a great way to learn new cooking skills and how to make healthy meals for your family!



There are many special occasions during the year. We respectfully request that no "outside" food be brought to school. We make every effort to keep our menu healthy for your child and we have a growing number of children with special dietary restrictions. If you would like to do something special for the class, please talk with your child's teacher, they have many great non-food ideas for celebrations!

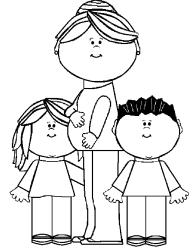
September 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	Labor Day No Classes	4	First Day Of Class (4x/Week Part Day, 5x/Week Full Day & Infant & Toddler Classes)	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24 Staff Training Day No Classes	25	26	27	28	29

Family Services

Services to families are an important part of Kidco Head Start & Early Head Start, because when the needs of the whole family are met, children are better able to learn. Your Family Advocate, as well as other staff members at your Center, will be available to assist with family concerns, work, and community needs such as:

- Goal-Setting and obtaining resources to reach family goals using the family assessment.
- Ongoing support to assess progress towards goals and opportunities to meet them.
- Transportation
- Education (Adult Leaners, earning your GED or college degree, ESL classes, parenting skills, health, etc.)
- Clothing
- Child Development
- Mental Health
- Referrals for housing, counseling, and other social services



Health Services

Kidco Head Start & Early Head Start ensures that all children are:

- Connected with a medical home and are up to date on preventative care including well-child checks
- Connected to a dental home and are current with dental care (Fluoride varnish is offered to preschoolers 3 times during the school year).
- Up to date on immunizations.
- Screened for hearing, vision, developmental and speech abilities (Speech and Language therapist available).
- Assessed for nutritional intake (Follow-up with Registered Dietitian when needed).
- Assisted with referral, diagnosis and services for children with disabilities.



October 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 Staff Training Day No Classes	23	24	25	26	27
28	29	30	31			

6 Reasons <u>Not</u> To Send Your Child To School

- 1. Rash
- 2. Yellow or brown drainage from eyes or other weeping sores
- 3. Stomachache or other pain
- 4. Cold, persistent or productive cough or sore throat
- Head lice—must be nit free (look for continuous scratching of scalp or skin)
- 6. Fever* (over 100.5° orally), vomiting*, diarrhea*

*Children can return to school after 24 hours if symptom free without medication

Please call the Center if your child is going to be absent.

Attendance is recorded daily and staff is required to report the reason for an absence.

If a parent does not call, staff will call within 45 minutes of class starting.

If no call/no show 2 days in a row, we are required to do a drop in home visit to check on families wellbeing.

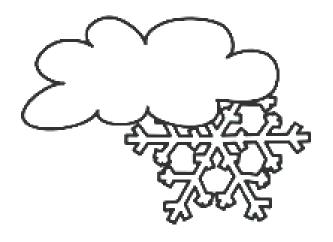
9 Reasons <u>To</u> Send Your Child To School

- 1. Preschool is an opportunity for growth
- 2. Preschool prepares children for kindergarten and a life of learning
- 3. Preschool promotes social and emotional development
- 4. Children get to practice making choices while also practice being in a structured environment
- 5. Children learn to take care of themselves and others
- 6. Preschool promotes language and cognitive skills
- 7. Preschool teachers nurture a child's curiosity
- 8. Preschool activities boost pre-math and literacy skills

If you have another child missing school, please try to get your Head Start/Early Head Start student to school still, every day matters in a developing brain!

November 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	Veterans Day (Observed) No Classes	13	14	15	16	17
18	19	20	21	22	23	24
				Thanksgiving	g - No Classes	
25	26 Staff Training Day No Classes	27	28	29	30	



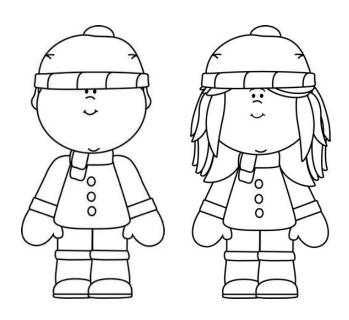
School Closures

Kidco uses Flash Alert and ONE CALL NOW to notify you of closures and other emergencies. ONE CALL NOW will notify you by email, text or voicemail.

Subscribe to our alerts at https://www.flashalert.net/

For more ways to keep updated, check our Facebook page and please always keep your contact information

- If public school is closed, Head Start & Sweet Home & Corvallis Early Head Starts are closed.
- If Linn Benton Community College is closed, LBCC Head Start & Early Head Start is closed.
- If public school has a 2-hour delay, AM classes are cancelled.
- Afternoon Head Start and extended day will be determined as appropriate for weather conditions.



December 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20 In-Service Day	21 In-Service Day	22	
	Conferer	nces - No Classes (5x/V	Veek Full Day)	No Classes (5x/Week Full Day)	NO CLASSES - ALL		
				Conferences No Classes (Infants & Toddler Classes)			
23/30	24/31	25	26	27	28	29	
		Winter Vacation No Classes					

ABC's of Parent Involvement

When parents are involved, children do better in school!

Assist your child's school by volunteering

Be available for home visits

Call when your child is absent

Do ask for help when you need it

Evaluate our program

Find time to read to your child

Greet children & families arriving to school

Have lunch with your child at school

Include your whole family

Join the Policy Council

Keep doctor/dental appointments

Learn something new at Family Night or

Workshops

Make school projects at home

Name a new friend you made at Head Start

Opportunity for job experience

Plan a Family Night with other parents

Question your child about something new

or fun that happened at school

Read notes that come home from

school/**R**eturn calls from your Family

Advocate or child's teacher

Sign field trip & other permissions

Taste new foods with your child

Undertake a new recipe from the menu

Volunteer in or visit the classroom

Watch your child grow and develop

Xerox copies for your Center as an office volunteer

You can make a difference

Zip in and lend a hand at your child's school

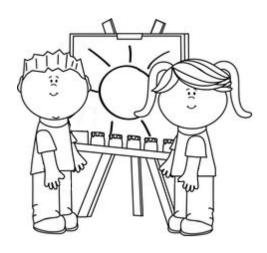
There are volunteer opportunities for parents/guardians all over the center and in the program. Volunteer in the classroom, office, kitchen, on the bus, attend parent meetings, serve on Policy Council or other committees, etc.

Get Involved!

January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			2	3	4	5
				Winter Vacation No Classes		
6	7	;	9	10	11	12
13	14	1:	5 16	17	18	19
20	21 Martin Luther King Jr. Day No Classes	2:	2 23	24	25	26
27	28 Staff Training Day No Classes	2	30	31		

Rainy Day Recipes for Playing Indoors with Your Child



Finger Paint

2 C flour 2 tsp. Salt 1/2 C water Several different food colors

Beat the above ingredients (except food coloring) until mixture is smooth. Add 2 cups of hot water and boil mixture until it is clear. Divide mixture into as many portions (in small bowls) as you desire for different colors. Add food colorings of different hues, one color to a bowl. Store at room temperature in tightly covered containers such as a plastic margarine tub.

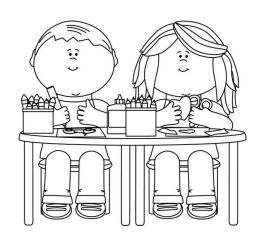
Soap Bubbles

Add 1/2 cup liquid dishwashing detergent (Joy seems to be the best) to 2 tablespoons sugar. Try to avoid suds. Wands can be made from wire, pipe cleaners and coat hangers.

Playdough

1 C flour 1/2 C salt 2 tsp. Cream of tartar 1 C water 2 T vegetable oil

Cook over medium heat until thickened. Add a few drops of food coloring. Stir. Cool slightly, then knead and have fun. Cookie cutters and rolling pins make playdough more enjoyable.



Goop

2 C cornstarch1 C waterSeveral drops of food coloring

Heat 1 C water in a saucepan. When water is warm, remove pan from heat. Gently pour warm water in a large bowl & add a few drops of food coloring. Add cornstarch to the water slowly & stir continuously. If the mixture is runny, add a little more cornstarch. If the consistency is too thick, add more warm water until you get a smooth slime.

February 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 President's Day No Classes	19	20	21	22	23
24	25 Staff Training Day No Classes	26	27	28		

Parent/Guardian Volunteer Guidelines and Tips

When you volunteer at your child's school it...

- Enhances your child's educational and developmental experience
- Strengthens the relationship you have with your child
- Enhances you! It gives you an opportunity to learn new skills, refine skills you already have, discover skills you didn't know you had, get more ideas for activities and parenting techniques to use at home, boost your resume, give you confidence to tackle other projects and goals in your life, and meet new friends!

What you need to know when you volunteer:

- Always sign in/out; wear tags at the center
- Volunteers are not left alone with children
- Head Start/Early Head Start teachers are responsible for handling discipline and first aid for children
- What you see, hear, and know from volunteering at Head Start/Early Head Start needs to be confidential. If you have questions, ask the teacher or staff person you working with for guidance. Please be respectful of children and their families. Ask yourself: What if this was about my child or me?
- Remember the more a child can "do it all by myself", the more he/she will learn
- Volunteers working over 15 hours in the school year must receive a TB screening (talk to your Family Advocate)
- Younger brothers and sisters are welcome when you volunteer, but remember that you are responsible for your other children, their location, their behavior, and to ensure they are following the classroom rules and schedule
- Volunteers ages 14 & younger must be accompanied by a parent/guardian.
- Volunteers ages 15-17 can volunteer without an adult with letter(s) of recommendation from a school or as a MOU w/ a school
- Do what interests you and HAVE FUN!

Ask your center staff how you can get involved and help out by volunteering at your child's school!

Volunteer Handbooks are also available for more information

March 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
10		12	13	14	13	10	
17	18	19	20	21	22	23	
			In-Service Day (4x/Week Part & Fi Home Visits (Infant & Toddler) - No Classes Day & Infant & Todd				
			Homo Vie	the (For March Full Days)	No Classes		
24/31	25	26	27	its (5x/Week Full Day) -	No Classes 29	30	
24/01	25	20		20		30	
		Spring Vacation No Classes					
	•						

Head Start Families... Time to start thinking about Kindergarten!



Check for your local Kindergarten Registration dates!

Early Head Start Families...

You don't need to think about
Kindergarten yet.
Here are some tips about
Cup and Bottle Use for your Child

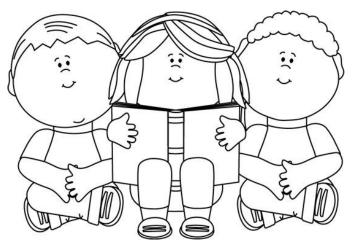
- It is hard to break habits with babies and young children, so it is better not to start habits that can affect the health of your baby's teeth.
- Put your baby to bed <u>without</u> a bottle. If your baby must have a bottle, fill it with plain water. Some infants need to suck more than others. Try a pacifier or let the baby suck on a thumb or finger.
- Clean your baby's teeth and gums with a clean cloth, gauze or soft toothbrush.
- At age 6 months let your child start practicing with a cup. This may be messy at first, but your child will get the hang of it.
- Try to wean your baby from the bottle by the age of 12-14 months.
- Give milk and juice at meal or snack times. In between meals, encourage your child to drink only water. Avoid soda pop and other sweet drinks.
- It is the constant exposure to the sugars found in juice, milk, breast milk, and other liquids that will cause cavities in your child's teeth.

April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 In-Service Day NO CLASSES - ALL	27
28	29 Staff Training Day No Classes	30				

Reading With Your Child

- Read together at least once every day. Make reading a part of your child's routine.
- Find a comfortable place to read. Sit close to your child so you can both hold the book and see the pictures.
- Look for books that match your child's interests and activities.
- Let your child choose the book. Read favorite books again and again.
- Start with the cover. Read the title, author, and illustrator. Guess from the picture what the book might be about.
- Move your finger under the words as you read aloud. This will help your child connect spoken words to print, and see that words are read from left to right.
- Make the story come alive. Be silly, change your voice to fit different characters and feelings, and add sound effects
- Encourage your child to participate. Kids like to chant songs and rhymes, make sounds, and act out parts of stories.
- Take your time. Notice the details in the pictures. Let your child comment and ask questions.
- Ask questions that get your child to think and imagine: "What do you think will happen next?" "What would you do it that happened to you?"
- Talk about the story. Help your child relate it to his or her own experiences.
- Read everywhere you go. Bring books when you do errands, go to the park, or take the bus.



May 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	Last Day of Class 4x/Week Part Day Conferen	16 aces (5x/Week Full Day	Conferences (Infant & Toddler) - No Classes) - No Classes	18
19	20 Staff Training Day No Classes	21	22	23	24	25
26	27 Memorial Day No Classes	28	29	30	31	

Summer!

Be Active, Stay Involved, Get Connected

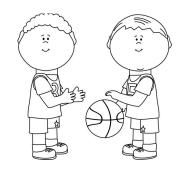
Summer is a great time to make memories with your family! No matter where you live in the Kidco area there's always something going on to keep you and your family busy, having fun, and connected to your community.

Here are some fun summer activities...

Go to the fair
Attend a Library activity
Take a parent/child swim class
Enjoy a day at the park
Get active at the Family Fun & Fitness Day in Philomath
Stroll another town's downtown
Take a walk through the Ankeny National Wildlife
Refuge outside of Jefferson
Get together with other Kidco families for a picnic
Visit your local farmers' market
Go camping

Enjoy the Strawberry Festival in Lebanon
Sign your child up for a summer sport or activity
Plant a garden

Go to the Oregon Jamboree in Sweet Home Cheer on the Corvallis Knights baseball team at a home game Visit the Harrisburg Harvest festival Dance at a concert in the park in Albany



June 2019

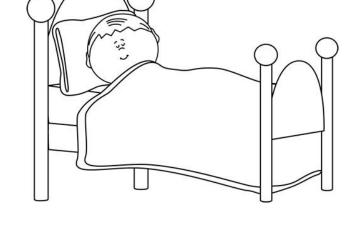
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 Last Day of Class 5x/Week Full Day, & Infant & Toddler	15
16	17	18	19	20	21	22
23/30	24	25	26 Last Day of Class 4x/Week Full Day	27	28	29

Bedtime!

THE IMPORTANCE OF SLEEP. Sleep is an essential part of our development and wellbeing, and is important for learning, memory, emotions and behaviors. Preschoolers need about 11 to 12 hours of sleep each day, which can include a nap or a special opportunity for some quiet time during the day to relax. Establishing a bedtime routine eases the transition from being awake to being asleep. Your routine can be anything that works best for you and your child.

There should not be any more screen time at least 30 minutes before bedtime to give your brain a chance to unwind.

Read a favorite story
Play soft music
A favorite doll/bear to sleep with
Limit or eliminate bottles
Tuck your child into bed snugly
Say "goodnight" and try not to
come back



Set a Bedtime Routine

Set a time and stick to it. Irregular bedtimes can lead to behavioral issues

Signal the start of winding down Offer a snack

Brush teeth

Give a warm bath

Get dressed for bed

Sleeping Problems? Your child may have nightmares or have trouble falling asleep. Creating a "nighttime kit" to keep near your child's bed with their favorite stuffed animals and blankets can help your child feel safe.

Parents: You should model respecting your own sleep the best that you can to show your child that **sleep matters**. Try to prioritize sleep when you can, and come up with strategies for what you can do as a family to help.

July 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Your Child's Brain Development

AGE	PLAY	READ	TALK	LISTEN	RESPECT
Baby Birth - 12 months	Listen for sounds in the world around you. Point to objects and imitate their sounds. Look into your baby's eyes while making silly faces.	Read to your baby. It's never too early to start. Point out familiar objects while reading.	Talk to your baby. Use different tones of voice: high, low, soothing and laughing. Hold your baby in front of a mirror. Point out your eyes, noses, mouths, etc. while naming them.	Attend to your baby's needs. Soothe your baby. Listen for your baby's sounds and repeat them to your baby.	Introduce your baby to others as you would any person. Tell your baby what is about to happen, like "pick up," "take a bath," "change diaper," "eat lunch, "or "put in car seat."
Toddler 1 - 3 years	Imitation and repetition help your child learn. Give toddlers real life things to play with: pots, spoons, plastic plates. Play Pat-A-Cake and This Little Piggy. Dumping and filling is a favorite. Let your child fill pots with safe things*: blocks, spoons, balls, etc. Dump them out and do it again.	Read to your toddler every day! Be ready to read the same story again and again. Fill a big basket with 5-10 sturdy picture books that your toddler can go to at any time.	Ask questions that can't be answered with yes or no. Try this while putting your child in a car seat. "Why do we buckle up?" ("To be safe, because we love you") Say what you see throughout the day - while driving, walking or shopping. Let your child repeat your words.	Be patient. Your toddler is just learning to talk. Listen for basic words and do your best to understand. Build on your toddler's words. When your child points to a ball and says "Ba" respond with "Yes, that's the red ball. Want to play?"	Offer toddlers simple choices like, "Do you want milk or juice?" "Apples or oranges?" "Do you want to sit next to sister or uncle?" Let toddlers do things for themselves within a safe range, like choosing clothes, dressing and washing hands and face.
Preschooler 3 - 5 years	Give your child dress up clothes, hats and shoes for pretend play and using his or her imagination. Sing songs and make silly motions to the songs.	Read daily with your child. Take your child to the library or bookstore. Let your child tell you about the story. Ask questions such as "what do you think will happen next?"	Play word games that use new words and teach ideas such as opposites (hot/cold) or rhyming (hat/cat). Tell stories with your child. Enjoy your child as a person.	Listen on your child's eye level to what he or she is saying. Help your child use words to talk about feelings, instead of pointing, crying or hitting.	Offer honest praise for efforts and new skills, helping your child to think for him/herself. Let your child take on responsibilities like picking up toys, sorting laundry or setting the table.

^{*}Place object into toilet paper tube. If it falls through, it is a choking hazard to children younger than 3 years old.

August 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PREPARE FOR AN EMERGENCY OR DISASTER

- Discuss the types of disasters that are likely to happen. Discuss emergency procedures and hold practice drills with your family.
- Post and memorize emergency telephone numbers (including poison control).
- Assemble and store a survival kit. Learn emergency food and water procedures.
- Establish a location where the family should reunite if separated.
- Choose a communication contact for the extended family. After a disaster, it's often easier to call long distance. Everyone should know the contact number and tell them where they are.
- ♦ Learn the emergency plans of the family's schools, day-care centers, clubs, and workplaces.
- ◆ Tune in to daily weather forecasts. The Emergency Broadcast System on radio and TV stations will announce a WATCH if an emergency situation is expected and a WARNING if it is imminent or in progress.
- Determine an evacuation route/alternates.
- Know where main utility switches are located and learn how to turn them off if lines rupture.

FOOD AND WATER

- ◆ Be prepared to take care of yourself and your family for up to five days and remember your pets.
- ♦ Take emergency drinking water (one gallon per person per day) and canned fruits and vegetables.
- Don't drink un-bottled water (including municipal tap water) until it has been strained with a clean cloth and treated. To treat water add ten drops of chlorine bleach to each gallon of water, mix well, and let stand for about 30 minutes.
- One change of clothing and footwear per person, and one blanket or sleeping bag per person.
- Emergency tools including a battery-powered radio, flashlight and plenty of extra batteries.
- Special items for infant, elderly or disabled family members including medications.
- Cook on portable grills, but only outdoors.

American Red Cross Immediate Disaster Services

1-888-680-1455

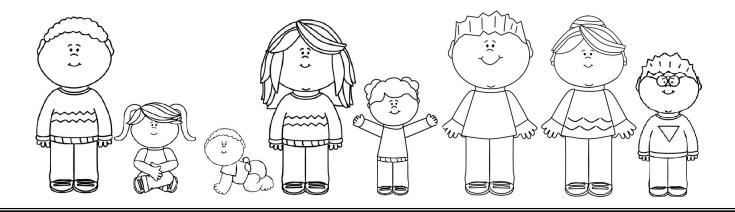
Parent Engagement

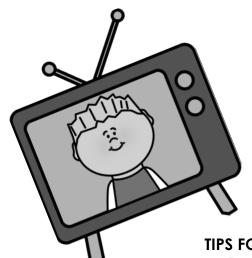
Kidco Head Start/Early Head Start needs parents and family members to become involved in the program to ensure strong parent leadership in guiding the direction of the program. All parents may participate in the program as classroom, Center, and office volunteers, by attending Parent Center Committee meetings and parent workshops, by participating in Policy Council, and by working with your child at home. The program depends on parent involvement to make Kidco Head Start the quality program it is!

What Father-Figures mean to Head Start

Head Start and Early Head Start supports the role of fathers and father-figures in a child's life and recognizes that positive involvement can happen in lots of different ways. We hope Dads, Grandfathers, Uncles, and other father figures will get involved at Kidco Head Start/ Early Head Start. Here are some facts about fathers/father figures in child development:

- At six weeks of age, infants can tell the difference between their father and mother's voice.
- Babies who have secure relationships with their fathers are 2.5 times more likely to show happiness.
- People play differently with children, having a diverse group of supportive adults can help develop different parts of the child, such as creativity, critical thinking, and problem-solving.
- Children who have positively involved father-figures tend to have better social skills, show less aggression in the classroom, and have higher academic achievement.
- Research shows that the largest factor in predicting whether a child will graduate high school, attend college, become involved
 in crime or drugs, or get pregnant before the age of 18 is the presence or absence of a positive and healthy father figure in the
 child's life.





Screen Time!

HELP YOUR KIDS FIND OTHER THINGS TO DO. Although some screen time can be educational and even encourage physical activity, it's all too easy to get sucked in. Health experts recommend limited screen time to less than 2 hours a day for teens, less than 1 hour a day for children ages 2 through 12, and no screen time under two.

TIPS FOR REDUCING SCREEN TIME:

- Turn off the TV during meals, which encourages everyone to eat and talk together.
- Keep computers, TV's and video game consoles out of kids bedrooms, and take cell phones, tablets, and iPods out of the bedroom at night.
- ♦ Don't use screen time as a reward.
- Designate certain days of the week as screen-free days
- Set a good example: limit your own screen time to 2 hours a day or less.

TOO MUCH SCREEN TIME IS ASSOCIATED WITH:

- Violent behavior
- Poor school performance
- Lower reading scores
- Sleep pattern disturbances
- ♦ Being overweight
- Consumption of iunk food
- Bad habits later in life (like tobacco and alcohol abuse)



WHAT YOU CAN DO INSTEAD:

- Exercise as a family by taking walks, riding bikes, or playing sports or active games together
- Do something active for at least 60 minutes each day.
- Set up screen-free play dates
- Encourage your kids to write a story, draw, or create an art project.

PARENTS: A lot of kids spend more time in front of a screen than they do reading, talking with family and friends, or playing outside. It's also affecting their health.

Program Policies

- Alcohol and Drug Policy
- Tobacco Policy
- Code of Conduct
- First Aid, Cell Phones, & Pictures
- Children After School Hours Policy
- Child Abuse and Neglect Policy
- Confidential File Policy
- Civil Rights Complaint Procedure for Participants and Applicants
- Nondiscrimination Statement

Alcohol & Drug Policy

In order to assure parents and care givers that their children's health and safety are the primary concern of this agency and its staff, a policy addressing alcohol and drug use is necessary. Parents and care givers will be advised of this policy at the time of their enrollment home visit and at program orientation.

POLICY:

- 1) Use of alcohol or illegal drugs is prohibited on any Kidco Head Start/Early Head Start premises or at official Kidco Head Start/Early Head Start functions taking place away from the actual premises.
- 2) Persons who appear to be under the influence of alcohol or drugs will not be allowed to remain on Kidco Head Start/Early Head Start premises.
- In the event that any person appears to be under the influence of alcohol or drugs when arriving to transport a child, measures will be taken by Kidco Head Start/Early Head Start staff to prevent that person from driving him/herself or taking the child.

In the event that any of the above incidents happen, the least invasive measures possible will be used by staff to ensure the safety of everyone on the premises at the time. These may include, but not be limited to, calling family or friends for support and/or transportation, calling a taxi, seeking respite child care, and/or requesting police or emergency medical intervention. If at any time a

person who is thought to be under the influence of drugs or alcohol drives a child from the school premises or a Kidco Head Start/Early Head Start function the police will be called and all available information will be reported.

Tobacco Policy

All Kids and Company of Linn County programs and services will be conducted in a tobacco-free environment in order to promote wellness and maintain a safe, healthy, and efficient work environment. This policy applies to all persons in Kids and Company facilities:

No one may use tobacco anywhere on Kids and Company premises at any time. There are no designated smoking or tobacco areas. This policy and procedure includes the use of inhalant delivery systems, to include e-cigarettes, vape pens and other devices.

Employees who want to use tobacco during work hours must leave the premises (building and property) during designated unpaid meal or break periods. Tobacco usage must not occur in view of children.

Supervisors are responsible for overseeing compliance with this policy.

Complaints for violation of this policy should be submitted to the supervisor.

Any employees in violation of this policy are subject to disciplinary action, up to and including suspension/termination.

Code of Conduct

This Code of Conduct is part of Kids and Company of Linn County policies and procedures that must be followed by all staff, contractors, volunteers and consultants. [Head Start Program Performance Standard 1302.90] All volunteers must sign and comply with the Code of Conduct. Some important elements of the Code of Conduct include:

- I will respect and promote the unique identity of each child and family and refrain from stereotyping on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition.
- I will abide by program confidentiality policies concerning personally identifiable information about children, families and other staff members in accordance with subpart C of part 1303 of the Federal Performance Standards and all applicable federal, state, local and tribal laws. Family files, personnel records, financial information, family information and other related information is considered confidential. I am required to protect this information by safeguarding it when in use, filing it properly when not in use, and discussing it as set forth in Kidco Policy. If approached by members of the news media, requesting information regarding Kids & Company of Linn County (Kidco Head Start), I will refer requests to the Executive Director.
- I understand that no child shall be left alone or unsupervised while under my care. Supervised is interpreted to mean at least one paid staff person is present.
- I will implement positive strategies to support children's well-being and prevent and address challenging behavior;
- I will not maltreat or endanger the health or safety of children, including, at a minimum, will not: use corporal punishment; use isolation to discipline a child; bind or tie a child to restrict movement or tape a child's mouth; use or withhold food as a punishment or reward; use toilet learning/training methods that punish, demean, or humiliate a child; use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring or corrupting a child; physically abuse a child; use any form of verbal abuse, including profane, sarcastic language, threats or derogatory remarks about the child or child's family; or use physical activity or outdoor time as a punishment or reward.
- I understand that I must maintain professional boundaries with children/families enrolled with our agency at all times. Staff are expected to keep their personal lives separate from that of enrolled children/families and shall have limited contact outside of work time and/or work related activities. Staff are expected to discuss with their supervisor any situations/relationships with enrolled children/families that are unclear.

First Aid

Staff persons are trained in first aid and they will administer any necessary first aid and clean any injuries involving blood. Protocols are in place and parents are always notified if their child required any first aid.

Parent volunteers must not involve themselves in any duties that require touching any body fluids (I.e., cleaning up vomit, changing a child's soiled pants).

Parent volunteers should immediately call a staff person in the event that any injury occurs. The volunteer must not try to administer first aid or touch any bodily fluids.

Cell Phones

When you are in the classrooms or attending Head Start meetings, please place your cell phones on silence or vibrate (or turn them off). If you must make or receive a call, please step out.

Pictures

We do not have permission to take pictures of some of the children attending Head Start. Please do not take any pictures with your cameras or cell phones except of your own child. Head Start teachers will take pictures in their classrooms and on field trips. Please do not ask about which children may not have their pictures taken as this information is confidential.

Children After School Hours Policy

Parents/caregivers are expected to be present when the bus arrives to drop their child off after school. Parents/ caregivers who come to school to pick their child up are expected to arrive on time. In cases of **emergency only**, parents/caregivers must call the center and let them know why they are running late and make arrangements for their child to be picked up. If no one calls or appears at school or the bus stop:

- 1. Someone at the center (Site Supervisor, Family Advocate or Teacher) will make an attempt to get in touch with people on the kid list authorized to pick up the child.
- 2. If no one can be reached and no authorized person has been heard from 30 minutes prior to the last staff person's regular end time for the day (Site Supervisor, Family Advocate or Teacher), steps will be taken to get in touch with Department of Human Services, Child Welfare and/or law enforcement.
- 3. It will be reported that the child has been endangered by the parent/caregiver (left in a situation where there is no one to take care of the child) and a request will be made that they pick the child up.
- 4. The staff member will ensure that the "Removal of Child from Head Start Site Custody Statement" is completed (form is page 6 of Child Abuse Policy).
- 5. The staff member will leave a note on the door or a message on the answering machine at the child's home to let the family know whom they may contact regarding the whereabouts of their child.

Parents and caregivers will be made aware of this policy at Parent Orientation. A copy of this policy and procedure will be included in Parent Orientation folders. Parents will be advised of the time of the last staff person's end time may vary depending on center and attendance of staff.

Child Abuse & Neglect Policy

GENERAL PHILOSOPHY STATEMENT

Head Start/Early Head Start works with families to prevent child abuse & neglect and to provide support and act as an advocate for families needing assistance.

DEFINITION

- Any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the
- explanation given of the injury ORS 418.750
- Neglect that could cause actual harm or substantial risk of harm to child's health, welfare or safety.
- Mental injury (aka emotional abuse) is harm to a child's ability to think, reason, or have feelings and has a harmful effect on a child, which can be observed.
- Sexual molestation.
- Threat of harm, which includes all activities, conditions and persons which places the child at substantial risk of physical or sexual abuse, neglect, or mental injury. This includes exposure to domestic violence.

REFERRAL AND REPORTING PROCEDURES

HS/EHS employees are required by law to immediately report any suspected cases of abuse or neglect to DHS (Department of Human Services) Child Welfare and/or the local law enforcement agency (LEA).

- The employee suspecting such abuse or neglect will first make a report to the Family Advocate (FA)/Child and Family Development Supervisor (CFDS) at his/her center and then call DHS Child Welfare and/or LEA.
- If the FA/CFDS is not available, the Family Services Specialist (FSS) or the Director should be contacted.
- It is advised that the call be made in the presence of the FA/CFDS, the FSS or the Director.
- The employee reporting the suspected abuse or neglect will fill out appropriate program forms. A copy of the report form will be forwarded to the FSS
- Head Start staff is not allowed by law to contact the child's family regarding this report. After the investigation is completed, staff may discuss the report with the family if it is best practice to do so. This should be done only with the knowledge of the Family Advocate or Site Supervisor.

STAFF TRAINING

The HS/EHS Program will provide an orientation for all staff on the identification and reporting of suspected child abuse and neglect each program year. The FSS will provide this training for new staff at an orientation in August.

PARENT EDUCATION

The Child Abuse and Neglect Policy will be given to all parents at Parent Orientation. The policy will be discussed with parents at the time they receive it. Parents will be offered training on the prevention of abuse and neglect and will be informed of available community resources.

AGENCY INVOLVEMENT

The HS/EHS program will work to establish and maintain cooperative relationships with the agencies providing child protective services to the community.

CONFIDENTIALITY

All contacts with the family and the agency receiving the report will be documented and placed in a separate file. At the end of the DHS Child Welfare investigation, the information may be transferred to the family file. Confidentiality of all records will be maintained. The Child Abuse & Neglect Policy will be reviewed annually by the Health and Social Services Advisory Committee, updated as necessary, and presented for approval by the Policy Council.

SEX OFFENDER CHECK

In order to ensure the safety of the children at the centers all parents/guardians, adults attending Kidco events, guests, and adults listed to pick up/drop off children will be checked against the Oregon Sex Offender Registry. RSVPs to Kidco events, such as Family Nights are required in order to check the Registry prior to events. Adults on the Registry may not be permitted on Kidco premises and will be informed by the Family Advocate or Site Supervisor of the Sex Offender Status.

Confidential File Policy

- 1. Confidential files will be maintained for every Kidco Head Start/Early Head Start student. All files are electronic using a confidential and secure system and any paperwork will be kept in a locked cabinet or container.
- 2. Parents will be allowed to request copies by completing a Record Request form, the request could take up to 45 days to process ("Parent" means a parent of a student and includes a natural parent, a guardian, or a surrogate parent appointed to represent a student with disabilities. The term does not include the state and the student is eligible for special education services under state and federal law." Statutory Authority: 1993 HB 2062).
- 3. Parents will be informed of their full rights under HB 2062 regarding their child's confidential file at the time of their enrollment home visit.
 - A. If a parent wishes to see their child's records they will contact their Family Advocate or ECE Supervisor and arrange a time to do so. This time shall be at the earliest convenience of both parties, but in no case longer than 45 days.
 - B. The Family Advocate or ECE Supervisor will be present to answer any questions the parent may have regarding the confidential record.
 - 1. If the parent believes the records contain information that is inaccurate, misleading, or in violation of the student's rights, he or she may request that the record be amended.
 - 2. Kidco Head Start/Early Head Start will decide whether to amend the record as requested within a reasonable time after they receive the request.
 - 3. If Kidco Head Start/Early Head Start decides not to amend the record as requested, the program will inform the parent of its decision and of his or her rights to a hearing under OAR 581-21-255 (for information on these rights see your copy of the student records policy).
- 4. Confidential records will not be shared with any other person, program or agency without signed parental consent except in cases where the law requires that they be shared without permission. (For example: court subpoenas, Head Start financial audits, Head Start Federal & State reviewers and reports to Oregon Department of Education.)
 - A. When a child transfers to a different center within Kidco Head Start/Early Head Start his or her records will be sent to the new center.
 - B. When a child transfers to a different Head Start/Early Head Start, signed parental permission must be obtained for confidential records to be sent to the new program.

Civil Rights Complaint Procedure For Participants And Applicants

The U.S. Department of Agriculture and the State of Oregon prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

Anyone wishing to file a complaint may do so by one of the following options:

- 1. You may contact Kidco Head Start/Early Head Start directly either in writing or verbally. A complaint form will be provided to you, and if needed, assistance in completing the form. You may file the complaint with the USDA or State of Oregon directly (see below for contact information) or with Kidco Head Start/Early Head Start. Complaints returned to Kidco will be forwarded to the State of Oregon within three (3) days.
- 2. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form to us by mail at U.S. Department of Agriculture, Director, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; USDA is an equal opportunity provider and employer.
- To file a Child Nutrition Programs complaint of discrimination with the State of Oregon, please send an email to ODE.CNPCivilRights@state.or.us or write Director of Child Nutrition Programs, Oregon Department of Education, 255 Capitol Street NE, Salem OR 97310 or call: (503) 947-5888, (voice) or (503) 378-2892 (TDD.).

When complaints are registered with the USDA or State of Oregon, appropriate agency will investigate the incident to see if there has been a misunderstanding or if some corrective action should be taken. Resolution may include education, mediation and/or other problem-solving opportunities. When complaints are returned to the sponsor, the sponsor will forward the complaint to the State of Oregon.

Should you have any questions regarding these procedures, please contact:

Lori Arnold
Civil Rights Compliance Coordinator
Kidco Head Start/Early Head Start
300 Market Street, Suite 200
Lebanon, Oregon 97355
(541) 451-1581 x115
larnold@kidcoheadstart.org

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339.

Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;-
- (2) fax: (202) 690-7442; or
- (3) email: <u>program.intake@usda.gov</u>

This institution is an equal opportunity provider.